

### Book Review

**Education Abroad: Bridging Scholarship and Practice by Anthony C. Ogden, Bernhard Streitwieser, and Christof Van Mol. Routledge: New York, 2020. 247 pp. \$35.96 (paperback). ISBN 978-1-138-36428-8.**

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In *Education Abroad: Bridging Scholarship and Practice*, co-editors Anthony C. Ogden, Bernhard Streitwieser, and Christof Van Mol set out to create a helpful desktop reference for new professionals and emerging scholars of international higher education. The purpose of the book is to synthesize existing research in the growing field of education abroad into one place and to set directions for future research. The book analyzes five key topics: participation, programming, student outcomes, institutional outcomes, and societal outcomes. Each topic is divided into subtopics, identifying for each subtopic existing literature, implications for practice, and areas of needed further study. As relative newcomers to the field of international education ourselves, we overall found it to be approachable and accessible. A succinct yet thorough introduction to the field at only a little over 200 pages, it will certainly serve as a useful reference and springboard for further research throughout our academic and professional pursuits. Seasoned practitioners will value it as a resource to help make research-backed decisions for their practice. The book also recently earned the Association for the Study of Higher Education's Council on International Higher Education Award for Significant Research on International Higher Education. The impact of the coronavirus pandemic has undoubtedly changed the face of the field since this book was written, but it is still useful as a guide to the existing research and emerging research questions from right before the pandemic hit.

This publication was an international endeavor, as Ogden and Streitwieser are both U.S.-based and Van Mol is based in the Netherlands. The contributing authors of each section also represent a wide range of countries as we discuss below. This book embodies its own principles by being a product of international research partnerships and including diverse perspectives from multiple countries. This is important because it aims to provide a global overview of scholarship on international education, rather than one that is over-concentrated on the U.S. and Europe. For example, the chapter on global

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citizenship, identity, and intercultural competence that was co-written by Doerr (United States), Puente (Spain), and Kamiyoshi (Japan) is enhanced by a case study from Japan, a country with a conservative immigration policy, examining the relationship between a lack of young skilled workers, attitudes about accepting immigrants, and the significance of study abroad participation. International partnerships and research collaboratives are part of the larger picture of international education of which the book's topic of education abroad is a part. As scholar practitioners who educate students from abroad and lead short-term educational trips abroad (at least in Streitwieser's case), the editors demonstrate the interconnectedness of the many aspects of international education as well as their personal investment in the improvement of the field.

Within each of the five main topic areas of the book is an introduction by the editors and two to five literature reviews on specific subtopics related to the section. The chapters are designed to be easy to read and reference, with key highlights indicated in bullet points at the beginning of each chapter. All follow the same template of introduction, literature review, implications for practice, directions for future research, further reading, and references. The structure lends itself well to the book's purpose of being a desktop reference, as readers can quickly locate specific topics of interest and gain an understanding of them in a digestible format.

There were certain chapters and sections of this book that stood out to us. Chapters 13 and 14 provided necessary conversation on the social implications of education abroad. These chapters will be of use to individuals who aspire to be critical of the implications of education abroad. On college campuses, we often see posters and study abroad fairs that market the endless benefits and opportunities for students when they pursue education abroad. In Chapter 13, van Gaalen, Huisman, and Sidhu discuss the many undesired consequences of Education Abroad. They argue that "education abroad may homogenize rather than diversify education" as higher education institutional relationships prefer and market "like-minded" institutions from certain nations with a set curricula and language to their students (p. 204). Also, education abroad can have negative effects on environmental sustainability from the high carbon footprint associated with air travel (p. 204). Finally, education abroad can promote further inequality among students by giving distinction to already privileged students rather an opportunity for all. These criticisms introduce fresh lenses such as environmental sustainability, and the valuing of indigenous knowledge to evaluate the outcomes of education abroad, providing us with more tools for our analytical toolboxes and widening our perspectives. This critical perspective needs to be more present on college campuses and especially in education abroad offices. International education practitioners should bring many of these honest criticisms to education abroad fairs so that students

and faculty can make informed decisions in how their money and participation may affect the homogenization of education.

Chapter 14 expands this conversation of societal impacts by exploring the impact of mobile students on host communities' politics, culture, education, and economics (p. 249). Ziguras and Lucas advocate for "reciprocity" and "mutuality" in education abroad programs between visiting and host nations (p. 255). By reframing the question: "What do the students and institutions want in education abroad?" to "What do host communities want and need in education abroad?", we are creating a more thoughtful space to lift host community institutions', families', and individuals' narratives and perspectives on education abroad. Both these chapters dive into the global implications and unintended consequences of education abroad that are very rarely discussed among students and professors outside of the field of Comparative International Education. By including these critical perspectives in this book, the authors ensure that they are treated as an integral part of the body of literature on education abroad, introduce them early to new professionals who may be using the book as a reference, and hopefully inspire other researchers to act on the calls for further research in these areas.

Another particularly illuminating section was on institutional outcomes, especially curriculum integration and faculty engagement. Chapters 11 and 12 will be of immediate use to practitioners designing comprehensive internationalization strategies. For example, contributors Leask and Green in Chapter 11 look at studies on the importance of collaboration between faculty, students, learning designers, and international office staff in developing teaching and learning practices for internationalization at home. Meanwhile, in Chapter 12, Leask, Whitsed, de Wit, and Beelan propose new ways to look at the nature of engagement when it comes to faculty involvement in integrating education abroad into the broader institutional strategy. They challenge assumptions about faculty disengagement and advise approaching engagement through cognitive, emotional, and behavioral dimensions. Internationalizing the curriculum brings some of the benefits of education abroad to students who do not have the resources or ability to study abroad, while engaged faculty impact how students use, make sense of, and integrate their education abroad experiences (p. 170, p. 186). The advice contained in these chapters will be more important than ever as institutions strive to reach more students with less resources as they balance the value of accessibility of intercultural experiences with the funding, health, risk management, and other challenges that have been exacerbated by the coronavirus pandemic.

The authors deliberately sought a diverse group of contributors representing expertise from around the world. The 37 contributing authors hail from a dozen different countries, although those

from the United States still more than double those of the second-most represented country, Australia. To enhance geographical diversity, the book could have benefitted from more perspectives representing countries in Africa, the Middle East, and Latin America. However, the authors state in the conclusion that contributors “reported significant difficulties in finding and covering solid scientific studies in other contexts, such as Africa or South America” (p. 235). Contributors may have benefitted from looking at, for example, the work of Peace Gineka Nwodeki (2020) on international student experiences in South Africa. Research from a wide variety of geographic locations leads to a richer understanding of international education, and its similarities and differences across national contexts.

Although this book specifically has sections labeled “Implications for Practice” in each chapter, there are few examples of specific educational institutions, programs, or international education practitioners mentioned. For example, in Chapter 3 titled Program Types, Moore, Menlove, and Pisano describe what type of program design structure is most effective for students and faculty; however, they do not mention any specific pre-existing program designs that balance “structure” and “support.” Perhaps no specific institutions, programs, and people were mentioned because the authors did not want to express favoritism and wanted to focus on theory. However, providing example institutions, programs, and quotes from faculty and students in international education would enrich and celebrate the many great actors in international education and could make the book more approachable for those who are turned off by theory.

Overall, *Education Abroad: Bridging Scholarship and Practice* is a useful resource for experienced to novice education abroad professionals that want to understand pre-existing research, theory, and vocabulary in their field. We found it to be expansive, succinct, and easy to read. The book’s glossary makes it easy for readers to navigate and find sections relevant to their interests. Although this book was written before the pandemic, it still serves as a guide for practitioners rebuilding their programs in the wake of the pandemic or innovating new ways to imagine education abroad, as well as set a foundation for scholars looking to compare how education abroad has changed after the disruption caused by the novel coronavirus. We believe this book will inspire thoughtful conversation and relationships between education abroad practitioners and scholars as the world tackles new challenges caused by the global pandemic in international education and other current, emerging, and future challenges such as those caused by climate change.

### Author Note

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